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ABSTRACT

In this keynote address, the author introduces several topics of concern for participants in a workshop on competency-based adult education (CBAE). First, he defines four basic terms: adult performance level, minimum competency testing, competency-based education, and competency-based adult education. Then he reviews the historical background of CBAE, focusing on the federal legislation of the 1960s. Since the major philosophical premise for federal aid to adult education is that adult education enables persons to become more employable, more independent, and better able to meet adult responsibilities, the author emphasizes the importance of the results of the Adult Performance Level Survey conducted from 1971 to 1975 by the Texas Education Agency and the University of Texas at Austin. He notes that since its publication interest in CBAE has mushroomed. With this growth, four major problems have arisen: (1) confusion in terminology which slows progress within the CBAE movement; (2) CBAE's need to answer the questions and criticisms from the various philosophical views that exist on the purpose of American education; (3) the danger of "over kill" from too much writing and research on the topic, and the need to be selective in identifying worthwhile research; and (4) the danger of interest in it being only a fad. In conclusion, he states the goal of the workshop is to provide as much information as possible about CBAE. (ELG)

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A NATIONAL FOCUS ON COMPETENCY-BASED ADULT EDUCATION

Keynote Address at National Invitational Workshop on
Competency-Based Adult Education

June 20, 1978

University of Texas
Austin, Texas

Delivered by Dr. James R. Dorland, Executive Director, National Association for Public Continuing and Adult Education, 1201 - 16th Street, N.W., Washington, D.C. 20036 * see page 17.

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Introduction

Fellow adult educators, as I reflect on being here in this place and at this time, I can't help but reminisce publicly for a few moments about my last visit here. It took place exactly ten years ago this summer when I was on this campus to make a presentation at a federally-funded workshop for the training of adult basic education teachers. The year was 1968, the very year which a national television special earlier this month described as "A Crack in Time."

What a year that was! The war in Vietnam raged and our beleaguered President, Lyndon Baines Johnson -- the greatest friend we educators have ever had in the White House -- announced his intention to leave the Presidency after just one full term to return home at last to his beloved Hill Country just west of here. Dr. Martin Luther King was brutally slain in Memphis, and many of our great cities -- including our Nation's Capital -- erupted in violence and in flames. Senator Robert Kennedy was assassinated on the night of his greatest pre-election campaign victory in California. Richard Nixon became the Republican nominee for president and selected as his running mate the politically obscure governor of Maryland, Spiro Agnew, of whom Mr. Nixon said: "I can tell by looking a man in the eye if that man's got it. Spiro Agnew has it." Senator Hubert Humphrey, the celebrated Happy Warrior, was nominated for the presidency by the Democrats while police and demonstrators battled in the streets of Chicago, but his late election rush fell short in November and the Nixon-Agnew team swept into power. In December of that same year we succeeded in sending a crew of astronauts to circle the moon, and it was an everlasting thrill for me to be standing with a small group of educators in the White House just a few feet from President Johnson when he personally announced to us the safe return of the astronauts. That was the same year

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in which the National Education Association, for whom I worked at that time, held its national convention in Dallas and saw the attention of national media focused there because a black man was refused service in a small cafe near the convention center and the convention delegates marched in protest. That was also the year in which Hemisfair was held in San Antonio just south of here, and circumstances were such that I was privileged to visit Hemisfair on three separate occasions that year.

That was the year of 1968, the so-called "crack in time," and that was the last time I visited Austin until I returned here yesterday for this workshop. I'm sure you will excuse my reminiscences, but the tumble of memories is almost overwhelming and I couldn't help but turn back the clock a decade to 1968 and to ponder over the many events which have affected our chosen field of adult education during the intervening decade. However, as emotional and as traumatic as was 1968, I feel that because of a confluence of events, legacies, and movements, the present year of 1978 is also something very special when big things are happening which will influence the course of events for years to come.

Yes, in my opinion this is not only a special time and a special place in the annals of the adult education movement in our country, but this is also one of those rare moments in history when, as a nation, we are at a watershed. At every level in American life we seem to be testing, questioning and rethinking some of the time-honored (and some would say "time-abused") traditions, value systems, philosophies, and practices.

It is a time when California's precocious governor who was swept into office on the crest of a wave which promised an offbeat, unpretentious style with an emphasis on a "small is beautiful" approach is himself now being forced to preside over a massive

cutback in services resulting from the overwhelming passage of a property tax reduction which was opposed by the young governor but was conceived and successfully advocated by a 74-year old curmudgeon.

It is a time when the threatened extinction of an obscure little fish, the three-inch long snail darter, has caused the United States Supreme Court to halt or at least immeasurably alter the construction of a Tennessee Valley Authority project on which more than $100 million had already been expended.

It is a time when people who have become accustomed to receiving more and more public services while paying higher and higher taxes are wondering if we didn't reach the point of diminishing return some time ago without realizing it. If we are, in fact, witnessing the beginning of an honest-to-goodness taxpayer's revolt -- and from all indications the passage of California's Proposition 13 was merely the harbinger of a national movement toward fiscal conservatism--we must be prepared to deal with this reality by coping with it while not being overwhelmed by the meat-axe mentality about cost reduction which is currently in vogue.

This is also a time when education has become everybody's business and when no one is quite satisfied with how we are educating our people or with the results being achieved through the American "system" of education. Specifically, it is a time when several hundred of us have gathered here on the campus of the University of Texas to spend several days learning together, sharing together, and working together. Our common bond is our interest in what we are calling competency-based adult education.

I come before you today not as an expert on competency-based adult education, as many of you are, but as an interested observer of the American adult education scene by virtue of having spent the past sixteen years of my life in adult education, thirteen of

them while working out of Washington, D.C. The organization by which I am employed, the National Association for Public Continuing and Adult Education (NAPCAE), is proud to sponsor this workshop, which is being co-hosted by the University of Texas and by the Texas Education Agency. NAPCAE has a mandate in its Constitution "to give leadership to the development and implementation of public continuing and adult education." We view our sponsorship of this workshop and the future directions in which it will point us as a logical extension of our leadership mandate. Therefore, it is as NAPCAE's executive director and as a sometime chronicler of adult education development, that I share with you today some of my observations on the topic, "A National Focus on Competency-Based Adult Education."

However, I don't feel it is sufficient to deal with such a multi-faceted topic as competency-based adult education without dividing the broad area into several sub-topics, so it is my intention to focus on terminology, on the historical perspective of competency-based adult education, on some issues which seem to be arising, and finally on you and on me--what we're going to be doing not only in the next several days but also in the weeks and months following this workshop. If this seems to promise an overly ambitious undertaking in the minutes which have been allocated for my remarks, I would rather err on the side of having my goal exceed my grasp than the other way around.

First, A Focus on Terminology

Occasionally I hear someone say it's not especially important what you call something but that it's absolutely crucial what you do about that "something." I used to agree with that point of view much more than I do now. However, I'm at the place in my own thinking where I feel that labels are terribly important. People are wont to

identify with labels, to group themselves and to organize around those labels, and to use them as shortcuts for a variety of activities associated with those labels. Governmental units tend to set educational policy and to fund programs by categories which have specialized names. This is not to argue that this approach is either philosophically or practically ideal, but it is to say that it's important to realize that a great deal of emphasis is placed on what things are called and on how they are defined and perceived in the eye of the beholder.

In recent years we have become accustomed to the periodic emergence of new terms which capture our imagination and are quickly absorbed into our every day vocabulary. For example, we have adopted such educational terms as "team teaching", "core curriculum", "programmed learning", "modular instruction", "schools without walls", "external diplomas", "mainstreaming", "career education", "right to read", "lifelong learning", "back-to-basics", and those which we will concentrate upon here: "adult performance level", "minimum competency testing", "competency-based education", and most important of all for our purposes, "competency-based adult education."

Those of you who have come here to participate in this workshop are already at a level of experience and knowledge which precludes the necessity of starting from ground zero in discussing any of these key terms. Futhermore, we could spend an inordinate amount of time and discussion without ever coming to a complete agreement on specific definitions. However, in order to establish some level of common understanding -- at least for our purposes here -- let me suggest that we consider these interpretations of the four key terms:

adult performance level (APL) -- refers to the specific research which was conducted by this university to "specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing these competencies."

minimum competency testing (MCT)--means setting and measuring the attainment of specific standards for advancing in or graduating from schools, primarily for graduation from secondary school.

competency-based education (CBE)--implies more than testing alone by referring to a total system of educational processes which are built upon providing opportunities for students to become successful in carrying out their life role activities rather than accumulating and demonstrating the possession of knowledge.

competency-based adult education (CBAE)--refers to a set of activities similar to competency-based education with the exception that CBAE is exclusively for adults in their own special educational setting. In effect, CBAE is an extension, enlargement and/or modification of the kinds of adult learning activities which were set in motion by the APL research.

Now, after probably having satisfied no one with my interpretations of these key terms, I will warn you that occasionally in the balance of my remarks I will refer to these terms by their initials for no reason other than to use a verbal short-cut.

Next, An Historical Perspective for CBAE

For a better understanding of how it came to be that such a large group happens to be gathered here in Austin on June 20, 1978, spending three days devoted to examining the various aspects of CBAE, let us consider some events and some of the people who helped bring this about. Many of them are in the audience today and will be taking part in this workshop.

I suspect that for our purposes it is not necessary to look back further than the early 1960's when federal legislation was passed which had lasting implications for the education of adults. The Manpower Development and Training Act of 1962 (P.L. 87-415) marked the legislative birth of the term "adult basic education."

When the Vocational Education Act of 1963 (P.L. 88-210) was passed in December, 1963, it wasn't considered to be an adult education bill. However, its statement of purpose made it clear that adults could also be included within its purview by saying:

> ...persons of all ages in all communities of the State -- those in high school, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps -- will have ready access to vocational training or retraining...which is realistic in the light of actual or anticipated opportunities for gainful employment.

When the Economic Opportunity Act of 1964 (P.L. 88-452) was enacted into law, its now legendary Title II B was called Adult Basic Education Programs. The Declaration of Purposes stated that --

> It is the purpose of this part to initiate programs of instruction for individuals who have attained age eighteen and whose inability to read and write in the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from productive and profitable employment, and making them better able to meet their adult responsibilities."[1]

With the passage of the Economic Opportunity Act in 1964, and the enactment of the Higher Education Act and the Elementary and Secondary Education Act in the following year, 1965, the federal government had entered the education funding arena on a large scale basis. By the time the Adult Education Act was passed in 1966, transferring adult basic education from the Office of Economic Opportunity to the United States Office of Education, it was apparent that a policy decision had been made that there does exist a national responsibility to provide special help for America's undereducated adults. In fact, the Adult Education Act has been amended and extended a number of times since its original enactment in 1966, and as we meet here today both the House and the Senate have recently agreed with the central position that the federal government will continue to

help subsidize the education of adults through the high school level for at least the next five years.

During the period from 1964 until the present, one of the philosophical underpinnings of the federal government's financial involvement in adult education has been that federally-financed adult education efforts ought to be functional to the extent adults should become more employable, less dependent on others, and better able to meet their adult responsibilities. But, one might reasonably ask, "What adult responsibilities?" An attempt to answer this question led to the APL research and to the present flowering of the CBAE movement.

From the early days of the Adult Education Act there were funds set aside for research and demonstration and for teacher training. Until the last several years the responsibility for allocating that money was reserved to the U.S. Commissioner of Education. Under that authority in August of 1970, Paul Delker, director of USOE's adult education programs then and now, issued a request for proposals for research projects leading to the establishment of a systematic definition of adult functional literacy. The first page of that RFP stated that "the challenge is to foster through every means the ability to read, write, and compute with the functional competence needed for meeting the requirements of adult living." In order that state and local program realities would be reflected in the proposals which were submitted, a stipulation was included that only a State Department of Education would be funded under the grant.[2] The rest is a chapter in adult education history which is undoubtedly well known to most of you. The Texas Education Agency, in conjunction with the University of Texas here in Austin, received the USOE grant to conduct a program of research to define Adult Performance Levels. Our own Bob Allen, state director of adult education here, had the key administrative responsibility for the leadership efforts

of the Texas Education Agency and Norvel Northcut headed a talented team of young professionals who conducted the history-making program of research from 1971-75 which resulted in a four-part definition, a set of objectives, and the Adult Performance Level Survey itself, with which you are probably familiar. If you aren't, this workshop will provide you with ample opportunity to familiarize yourself with all aspects of the CBAE movement.

In October of 1975 Terrell Bell, who was then serving as U.S. Commissioner of Education, held a widely-publicized press conference in which he announced the results of the APL research efforts and succeeded in directing national media attention to the fact that a shockingly high number of adult Americans do not possess an educational background which enables them to perform a satisfactory number of basic skills to cope successfully with every day living.

Following the completion of the APL Study, in March of 1976 the American College Testing Program entered into an agreement with the University of Texas at Austin and with USOE under which ACT was granted the exclusive right to conduct further research, and to refine, adapt, publish and distribute APL materials resulting from the four years of APL research. This was done to help facilitate adult competency assessment at both state and local levels. Seven instruments are now available from ACT: a survey form dealing with adult competencies, another for use with high school students, and five diagnostic instruments covering each of the APL knowledge areas. Tom Mann, a longtime adult educator who had previously served with distinction as a local director, a state director and a university professor of adult education, joined the American College Testing Program's staff to give leadership to their APL efforts.

Within the U.S. Office of Education, Paul Delker designated Jim Parker from the Division of Adult Education Staff to concentrate on APL and CBAE-related activities. Mr. Parker also chairs NAPCAE's active Committee on Competency-Based Education.

Since the completion of the APL study the amount of interest which has been shown in competency-based adult education has been little short of phenomenal. The National Council of State Directors of Adult Education, a NAPCAE affiliate chaired by Cliff Norris, state director of adult education in Oregon and one of the leading proponents of CBAE, has shown a steadily-growing interest in encouraging its members to fund special programs for the development of competency-based adult education. A USOE Division of Adult Education draft of a Profile of the States indicates that as of last month 43 states were carrying out some 153 separate CBAE programs during the current fiscal year with a total investment of approximately $8 million![3] A national invitational conference on CBAE was convened in San Francisco a year ago, and in February of this year in New Orleans USOE sponsored a national conference of state directors of adult education and other state and local personnel to promote new programs and to discuss critical issues in relation to the APL study findings. This national workshop, then, is a logical extension of those earlier activities and is designed to continue the discussion and critical examination of the issues which have surfaced as a result of the CBAE movement.

CBAE-Related Issues

Let us, then, consider some of the issues. I'm sure your list will differ from mine; but, above all, I think it's important for us to keep in mind that CBAE is currently in an early developmental stage; that it is a viable, dynamic movement; and that it is a process which is ongoing and not static.

Issue #1: There is currently much confusion over the terminology surrounding the competency-based adult education movement, and this confusion tends to obscure a critical examination of the pro's and con's of the movement itself.

While we go through the process of educational change in this country, there is inevitably a "shake down" period until things seem to fall into place. In the CBAE movement we find ourselves quite early in that change process, and terms are used loosely and interchangeably. We hear and read about functional literacy, educational accountability, back to basics, competency testing, minimum competency testing, competency-based education, competency-based teacher education, competency-based adult education, adult performance level, general education development, and on and on and on. So much confusion exists over the terms themselves, that it is often difficult to get around to an examination of other more substantive issues. However, this state of affairs is not so unusual. In fact, many of us here today aren't quite sure whether to call our line of work adult education, continuing education, adult continuing education, adult and continuing education, lifelong learning, lifetime learning, recurrent education, none of the above, or all of the above.

I didn't mention this issue first because I feel it is the most important but merely to make the point that this terminology confusion does exist, that we should recognize it, and that if it continues indefinitely it could become a substantial barrier to progress within the CBAE movement.

Issue #2: There are some very real philosophical differences about the purpose and nature of American education, and the CBAE movement has highlighted many of these differences.

The following excerpt from the Journal of Proceedings and Addresses of an annual meeting of the National Education Association illustrates some of these major differences:

> It is the duty of the state to provide for the education of every child within its borders, and to see that all children obtain the rudiments of an education. The constitutional provision that all persons must contribute to the support of the public schools logically carried with it the implied provision that no persons should be permitted to defeat the purposes of the public-school law by forcing their children at an early age to become bread-winners.
>
> The association regrets the revival in some quarters of the idea that the common school is a place for teaching nothing but reading, spelling, writing and ciphering; and takes this occasion to declare that the ultimate object of education is to teach the children how to live righteously, healthily, and happily, and that to accomplish this object it is essential that every school inculcate the love of truth, justice, purity, and beauty through the study of biography, history, ethics, natural history, music, drawing, and manual arts.[4]
> (Underscoring added for emphasis.)

The annual meeting where this pronouncement was made was held in Asbury Park and Ocean Grove, New Jersey, July 3-7, 1905! And the debate goes on. We continue to have articulate proponents for the ultimate value of a liberal education, and we continue to hear from those who argue the benefits of a "practical" vocationally-oriented education in which a person learns how to do something "useful." Within the area of adult basic education we hear from those who feel that literacy training per se is the ideal preparation for personal fulfillment and/or employment while we also hear loud and clear the message of people from the CBAE movement who cite the APL Study as proof that the most effective approach is to prepare people to master certain specific proficiencies and competencies.

Since the publication of the results of the APL Study and the attendant publicity surrounding it and the entire CBAE movement, there have quite naturally been skeptics and critics. Most of the criticism has come from university-based adult educators. Concerns and reservations about the APL program have probably been most cogently raised by William Griffith, a professor of adult education at the University of British Columbia

who was formerly with the University of Chicago for many years.[5] Dr. Griffith's responsible questioning has succeeded in awakening renewed interest in the CBAE movement and in causing other people to raise the kinds of questions which are essential to any systematic examination of what is being hailed in some quarters as a revolutionary approach to education. In my opinion, this is a healthy situation and we should encourage more questioning of this nature. To prove its ultimate worth, CBAE must be able to withstand skepticism and criticism from many quarters.

Issue #3: There is some danger of "over kill" because we are being surfeited with words and reports about competency-based activities.

Suddenly it seems that almost everywhere we look we read and hear about "competency" education. The May 1978 issue of the highly-respected Phi Delta Kappan was devoted to the topic "Minimum Competency Testing." Special issue guest editor Chris Pipho made a comprehensive report on the status of minimum competency testing in 1978 and said that "As of March 15, 1978, 33 states had taken some type of action to mandate the setting of minimum competency standards for elementary and secondary students. All the remaining states either have legislation pending or legislative or state board studies under way."[6]

In their 1978 Policy Statements, a powerful education group, the Council of Chief State School Officers, included in the section on Leadership in Education -- Instruction, the following statements:

> Competencies mastered by students are as important as the accumulation of credits, diplomas or degrees. While these traditional measures of achievement represent one indicator of competence, they should not be considered conclusive or all inclusive. The identification and definition of appropriate competencies and the methodologies leading to them are difficult.
>
> The Council urges state education agencies to accelerate the process toward (1) defining relevant competencies, (2) improving methods to attain and measure

competencies, and (3) granting appropriate educational equivalency credits.[7]

William Spady, from the National Institute of Education and the District of Columbia Public Schools, has made some provocative comments about Competency-Based Education. At the beginning of a recent paper on "The Concept and Implications of Competency-Based Education," he wrote:

> Competency Based Education (CBE) ranks as one of the most misused and misapplied concepts in American education today. During the past five years a major ground swell of policy action has emerged in over thirty states imposing some kind of 'competency demonstration' as a condition for student promotion or graduation. In all but a few cases, what has come to be called CBE is no more than a testing and remediation program focused on basic literacy and mathematical skills. It misses the point in terms of the meaning and importance of Competency in life role activities, what it means to Base a program on competencies, and in what respects the term Education extends beyond the boundaries of student certification alone. In short, Competency Based Education, if adequately understood and flexibly applied, could be an exciting and valuable concept, but in order to be so educators, policy makers, and the public will have to be willing to entertain some substantial departures from traditional educational assumptions and practices.

At the conclusion of the paper, Spady had this to say:

> In a phrase, CBE means a continuous approach to instruction and certification for all students; and, as a California school administrator recently remarked, 'It makes perfect sense from an educational standpoint, but we'll all be afraid to try it. Instead, we'll keep giving kids standardized tests and ask teachers to grade tougher all twelve years.' CBE does, indeed, ask both educators and the public to give up decades of habits and assumptions regarding the structures and methods of schooling, just at the time when accountability looks cheaper and safer than another version of school reform. The 'CBE testing movement' has reached bandwagon proportions in just a few years, but CBE in practice may become this century's major non-event in public education.[8]

Periodically we read about state-by-state developments in such newsletters as Education Daily and Education U.S.A., and the U.S. Office of Education continues to produce helpful information for those interested in the CBAE movement. Many of you have been privileged to see two excellent drafts of USOE-sponsored papers: "Selected Issues in Competency-Based Adult Education: A Delphi Study," by Paul

Taylor of the City College of New York,[9] and a "Summary of a Review of Competency Based Adult Education," by Joan Fischer from the Institute of Community Service at Worcester State College in Massachusetts.[10] These two works by Doctors Taylor and Fischer show promise of becoming landmark research efforts in the CBAE movement. I commend them to you.

And the beat goes on, fortunately, for all of us. We are now at the point in the evolution of the CBAE movement in which we need to become increasingly selective as we try to identify the beat of the drummer to whom we are going to march.

Issue #4: <u>There is a danger of educational faddism, adopting something because it's new and appears to be "in".</u>

I won't try to elaborate on this issue other than to mention it and to satisfy my conscience by merely having issued a warning. The bandwagon syndrome is alive and well in the U.S.A. and we educators are not immune from it. The very fact that you have elected to spend these next three days here in Texas looking closely and analytically at the phenomenon called "competency-based adult education" is evidence that you are not accepting anything because of its fad value. And that takes me to the final portion of my remarks today:

<u>What's Ahead for You and for Me?</u>

You have come to this place at this time to look, to learn, to question, to share, to probe, and perhaps to be renewed in some special way. It would be gratuitous for me to suggest how you should behave for the next several days. For myself, between now and my participation in the final session of this workshop when I appear on a panel titled "Future Directions in Competency-Based Adult Education," I am going to try to learn all I can about CBAE and the people who conceived it, researched it, and are

now making it happen across our great country. As an adult educator and as an association executive, I want to be as responsive and responsible as I can be regarding this new and exciting thrust. I have some preconceptions of where I would like to see NAPCAE move in relation to CBAE in the months ahead. My participation in the activities of the next several days will provide me with a perfect opportunity to test and refine those preconceptions.

Finally, on behalf of NAPCAE, I thank you most sincerely for being here this week. Personally I thank you for having been so attentive as I have tried to share with you some of my thoughts concerning a National Focus on Competency-Based Adult Education. May the next three days prove to be as satisfying and fulfilling for you as you can possibly imagine them to be.

NOTES

1. James R. Dorland, "The Impact of Legislation on Adult Education," Chapter 5, Administration of Continuing Education, National Association for Public School Adult Educators, Washington, D.C., 1969, pp. 119-121.

2. Thomas Mann, Michael Bunch, Fannie Handrick, "APL -- Concept to Reality," Unpublished manuscript, 1978.

3. "Profile of the States: Special Programs for the Development of Competency-Based Adult Education," Developmental Draft from the Division of Adult Education, U.S. Office of Education, May, 1978.

4. Journal of Proceedings and Addresses of the Forty-Fourth Annual Meeting of the National Educational Association, held at Asbury Park and Ocean Grove, New Jersey, July 3-7, 1905, published by the Association Secretary's Office, Winona, Minnesota, 1905, page 43.

5. William S. Griffith and Ronald Cervero, "The Adult Performance Level Program: A Serious and Deliberate Examination," Adult Education 27, 1977, pp. 209-224. (Mr. Cervero is a doctoral student in adult education at the University of Chicago.)

6. Chris Pipho, Special Issue Guest Editor for May, 1978, Phi Delta Kappan issue on Minimum Competency Testing, "Minimum Competency Testing in 1978: A Look at State Standards," p. 585.

7. Council of Chief State School Officers, 1978 Policy Statements, p. 14.

8. William G. Spady, "The Concept and Implications of Competency Based Education," Unpublished manuscript, 1978.

9. Paul G. Taylor, "Selected Issues in Competency-Based Adult Education: A Delphi Study," Draft of a paper prepared for the Division of Adult Education, U.S. Office of Education, April, 1978.

10. Joan Keller Fischer, "Summary of A Review of Competency Based Adult Education," Draft of a summary prepared for the Division of Adult Education, U.S. Office of Education, April, 1978.

* This manuscript is made available as a public service of the National Association for Public Continuing and Adult Education. James Dorland, who delivered the keynote address, has served as executive director of NAPCAE since 1969. Prior to that he was an adult education executive with the National Education Association following his tenure as a high school teacher and coach and then as a local director of adult education in Canton, Ohio. He earned bachelor of arts, bachelor of law, and master of education degrees in Ohio and a doctor of education degree from George Washington University in Washington, D.C., where he majored in adult education. He recently served as president of the Coalition of Adult Education Organizations and was a member of the first national Community Education Advisory Council from 1974-76. Last year Dr. Dorland received NAPCAE's coveted Outstanding Service Award as the outstanding adult educator in the United States and was also the 1977 recipient of the National Community Education Association's national Adult Education Award. Information about NAPCAE's services is available from its headquarters offices at 1201-16th Street, N.W., Washington, D.C. 20036 or by calling (202) 833-5486.